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**Evaluating the Process and Usage of the South Carolina Department of Mental
Health's Employee Performance Management System**

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Charleston Dorchester Mental Health

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Problem Statement

This specific project was chosen to provide an in-depth examination of the South Carolina Department of Mental Health's (DMH) current Employee Performance Evaluation System (EPMS). The purpose of this also has the dual potential of revealing the efficacy of this current evaluation process as well as strengthening what is successful. My hypothesis is that the ratings are skewed and not consistently measurable. The analysis needs to assess future use of the EPMS to find areas needing improvement. Data regarding DMH's process of evaluating employees will be analyzed to assess its future use. The EPMS, when used properly, is an effective management tool for communicating duties, evaluating performance, and encouraging improvement.

DMH's EPMS can 1) provide an objective yet constructive method to evaluate employee performance on a continuing basis; 2) maintain a documented history of the employee's performance in order to determine and support recommendations for salary increases, promotions, demotions and terminations; 3) assist management in assigning and delegating duties; 4) identify training needs and assist in the development of employees; 5) establish standards for high efficiency and productivity; 6) facilitate positive communication between the employee and supervisor; and 7) provide a written agreement between the employee and the SCDMH identifying specific job duties, performance characteristics, and objectives on which the employee will be appraised. (<http://dmhhome/directives/801-913-50>.) "Yes, performance evaluations can be instruments for positive change, for both individual employees as well as the entire organization, if they are used creatively." (Ashcraft & Anthony, 2007.) "This directive

applies to full-time permanent employees, as well as part-time permanent employees, and permanent employees serving a trial period who are employed at the Department of Mental Health. Excluded from this directive are temporary, temporary grant, and contract employees, however, supervisors are encouraged to do performance evaluations on temporary grant employees if the length of the grant exceeds one year.”

[<http://dmhhome/directives> No.: 801-96 (3-50)].

Each employee of the South Carolina Department of Mental Health plays an important role in helping SCDMH fulfill its mission to support the recovery of people with mental illness. Therefore, it is essential that every employee understand the responsibility of his/her job and be given on-going, objective feedback about his/her performance. “The obvious advantage of incorporating self-determination into performance evaluations is the clear message that the ownership for performance improvement is with the employee, while the supervisor holds the employee accountable for meeting the employee’s goals. This shift in ownership does not take away from a supervisor’s overall responsibilities, but rather enhances his ability to promote personal growth and accountability in work teams. All probationary and covered employees must be evaluated at least annually prior to their annual performance review date.”

[<http://dmhhome/directives> No.: 855-06-(3-250)].

The evaluation not only benefits the employee, but it gives reliable information to improve programs and services to clients. However, employees who are incorrectly deemed outstanding or categorized as needing improvement via the current EPMS system may negatively impact client progress because the inappropriately-evaluated employee may require supervision that the EPMS fails to recognize. By observing the Charleston

Dorchester Mental Health Center Employee Performance Management System, it can be decided if changes are needed to increase consistency, better define job expectations created from the Position Descriptions, and increase data driven outcomes evaluations of employee success.

Data Collection

A Charleston Dorchester Mental Health Center Performance Improvement Team (PIT) was selected, which included the Human Resource Director, Assistant Human Resources Director, and the Performance Improvement Director. During our first PIT meeting, we discussed the EPMS process that needed to be investigated. It was agreed upon that two focus groups should be selected. The first group should consist of supervisors and managers from both the Charleston and Dorchester centers and a second group should consist of front line staff. The members were selected to represent all clinical areas and 13 written questions were sent out in advance to each group to discuss in detail during our first session. (Appendix A.) The first meeting was held on September 15, 2010, with supervisors/managers, and the second meeting was held on September 26, 2010, with frontline staff. During both meetings, staff responses were recorded. (Appendices B and C.) The consensus was that Charleston Dorchester Mental Health Center needed to examine the EPMS process.

The performance of each state employee shall be rated upon the completion of a twelve-month probationary period. If the employee does not receive a performance appraisal prior to his/her performance review date, the employee will receive a "Meets Performance Requirements" rating by default and obtain covered status as a state

employee and permanent status in that classification. [[http://dmhhome/directives 855-06 \(3-250\).](http://dmhhome/directives 855-06 (3-250).)]

Job duties and objectives shall be evaluated at one of the following four levels: Substantially Exceeds Performance Requirements (SE): Work that is characterized by exemplary accomplishments throughout the rating period and performance that is considerably and consistently above written success criteria of the job. Second is the Exceeds Performance Requirements (E): Work that that is above the written success criteria of the job throughout the rating period. Next is the Meets Performance Requirements (M): Work that meets the written success criteria of the job. Last is the Below Performance Requirements (B): Work that fails to meet the written success criteria of the job. Performance Characteristics shall be rated at one of two levels: Acceptable (meets requirements) or Unacceptable (failure to meet requirements). [[http://dmhhome/directives 855-06 \(3-250\).](http://dmhhome/directives 855-06 (3-250).)]

The first set of data that was collected included annual EPMS ratings by supervisors/managers. According to the data, our staff members are situated in the following levels of performance: Below: 0 %, Meets: 24%, Exceeds 51%, and Substantially Exceeds 32%. (Appendix D.)

The next set of data that was examined included the objectives on the EPMS. The data was collected by two raters. They looked at each objective to see if they were measurable. The rater used a scoring system of one to three with one being measurable, two being somewhat measurable, and three being not measurable. The methodology that was utilized evaluated whether the written goals were subjective or objective. It was defined that the term objective meant the goals were written in a measurable manner.

Subjective meant that the goals were written in a way that rules on the opinion of the manager.

Measurable	Somewhat Measurable	Not Measurable
Meaning: The goal is considered measurable if the rater is able to measure it, and the results produce a numerical outcome	Meaning: The goal is somewhat measurable if there is partial numerical data to track within the goal	Meaning: The goal is not measurable if there is no numerical data to track within the goal
Goal scored 1 point	Goal scored 2 points	Goal scored 3 points
Data Results 23%	Data Results 54%	Data Results 7%

While analyzing the results collected so far, it seems that the majority of the objectives are somewhat measureable. The plan is to compare both raters' scores to see if they share the same opinions concerning the objectives. It appears that it will show that the average objective is somewhat measureable. Additional data that was collected will be used to evaluate the percentage of position descriptions from the employees' updated files to gauge whether they match updated EPMS's. (Appendix E.)

"Each employee shall have a planning stage developed at the beginning of each rating period. The planning stage shall consist of the employee's job duties, performance characteristics, and objectives which are optional. The supervisor (rater) and the reviewer (the rater's supervisor) should discuss the SCDMH's and the Center's goals and objectives and how they relate to the employee's job duties, performance characteristics, and objectives. Within four weeks after the beginning of the rating period, the supervisor should meet with the employee and go over the planning stage. The supervisor and the

employee should determine the job duties, performance characteristics, optional objectives, and the descriptive success criteria which will be used to evaluate the employee's performance at the end of the rating period." [http://dmhhome/directives 855-06 (3-250).] The position description serves as a record of the duties assigned to an individual position in a classification. It is used to compare positions to ensure uniformity of classifications and as a basis for other human resources decisions. "The position description shall include an accurate description of assigned duties and responsibilities and other pertinent information concerning a position. In contrast to general definitions of the level of work and responsibilities, the position description shall include specific duties and responsibilities assigned to a position, the percentage of time normally devoted to each duty, and the designation of essential and marginal functions."

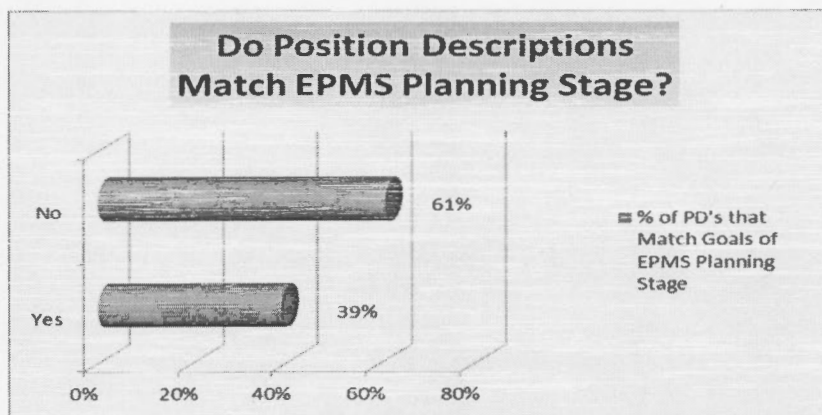
[http://dmhhome/directives (19-702.04 Position Descriptions.)]

Data Analysis

The process of data analysis began with a thirteen point questionnaire administered to the EPMS Focus Groups. The questionnaires along with the corresponding rating system were gathered and the results were as follows: the raters felt that the prompts inherent in the current evaluation process are useful and that the narrative/summary portion allowed for creative input from supervisors. Data analysis of these questionnaires revealed that there is great importance placed upon this section as it allows the rater to convey a larger view of the employee. Without this section the raters felt "boxed in" and severely limited to the constraints of the EPMS standards. The data analysis also revealed specific problems. Raters believed that the current evaluation system can be bolstered if concrete, measurable goals for number of caseloads, specific

productivity requirements, measurable employee goals, and statistics were implemented. Subjective goals with unclear measurability are a trend highlighted through this data analysis.

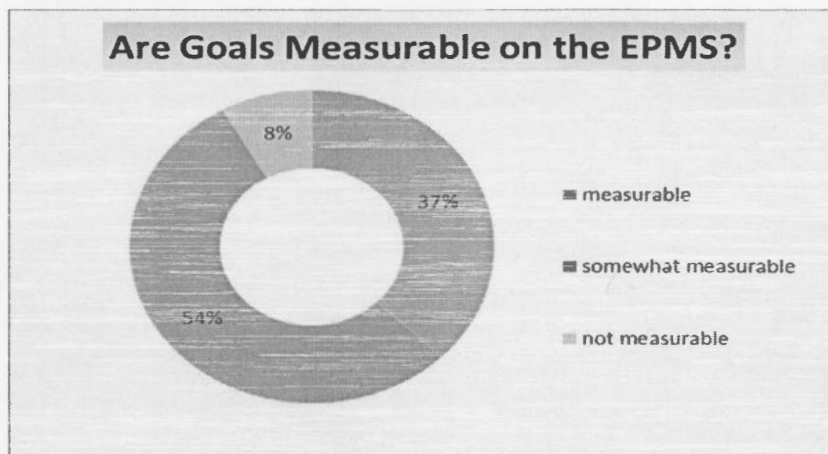
Analysis of the EPMS Focus Group front line staff responses showed that the current system is vague, and that the entire document, except for the final summary is redundant. The raters additionally stated that the EPMS does not allow for the inclusion of day-to-day responsibilities. Employees need to have clearly stated daily expectations, and upon reflection, the EPMS as it is currently constituted, does not allow for this. The EPMS encourages a generalization of duties and is not adept at tailoring its content to individual employees.



By looking at the data collected by the raters, only 39% of the position descriptions match the EPMS planning stage. When the raters were collecting the data they examined the job functions on the position descriptions and then reviewed each essential job duty on the EPMS. They compared the two documents, and if any part of the job functions were not addressed in the essential job duties, the documents were rated as not matching. Additional contributing factors to the problem include: the employee's productivity numbers do not accurately reflect his/her diligence, the lack of client input (client

surveys) in the employee's performance evaluation, and the stated feeling that once the EPMS is signed by both parties, it is forgotten. The EPMS is not a tool for quick reference for the rater or the employee. Finally, examining the evidence gleaned from the EPMS Focus Groups' questionnaires and numerous interviews revealed that Charleston Dorchester Mental Health Center's evaluation process requires revamping. The agency needs to review how it uses the evaluation. Due to lack of measurability within the goals, it can lead to unfair outcomes for the employees.

Another trend found as a result of data analysis was that the evaluation objectives were only somewhat measurable.



The analysis shows that 55% of the objectives are somewhat measurable. This reveals a problem in establishing measurable objectives for the rated employee to follow.

Objectives that are not measureable tend to veer toward the ill-defined and are subjective. What happens if the rater moves on and the new supervisor now has the task of implementing subjective EPMS goals? Valuable duty time can be lost in re-writing non-measurable objectives.

The specific goals of collecting data, which encompassed the objectives on the EPMS and on the planning stage, were to examine the effectiveness of the current

evaluation process. By examining these three components, it is anticipated that problems with the EPMS can be identified and viable solutions sought. This particular data collection method was utilized because a greater sample size of completed performance evaluations lends validity to this report. An in-depth analysis, with its supporting content, can better assess if an employee's performance is accurately measured, determine whether there are inherent biases, and reduce the incidents of avoidance to rate a less than stellar employee with a low rating.

The next component of the collected data was the EPMS ratings by twenty-three supervisors. The analysis reveals that 24% of employees met their expectations, 51% exceeded expectations, and 32% substantially exceeded expectations. Additionally, the analysis indicated that there were zero employees who were rated at the "below" benchmark. With approximately 100 employees, it seems unreasonable to expect that all employees are meeting or exceeding expectations. It may be more appropriate to surmise that many employees will perform their duties at the optimal level, however, particularly with large corporations, the potential for at least some workers to need improvement increases as the business grows. What the data reveals is that an inherent reluctance to remit a low rating exists even if the employee deserves it. In compiling the data for this research project, the raters became aware of an "unwritten rule" to never rate employees with a "below" rating. The second unwritten rule was to limit the number of, and to limit the "substantially exceeds" ratings that were given. Placing such constraints on a rating system can have a negative impact on its effectiveness. While it is admirable for an organization to utilize a rating system that has some flexibility built in, such a system can skew its results.

Implementation Plan

One of the goals for the Charleston Dorchester Mental Health Center's strategic plan during fiscal year 2011 is to streamline the EPMS so that all like positions would have the same job duties and include expectations that are measurable and obtainable. Training is an important part of the implementation plan for the new system. It seems the most cost- efficient plan would be to first have the local Human Resources staff trained as trainers for the system. In order for this to happen, they would need to have extensive training from the South Carolina Department of Mental Health State Human Resources Department. This is especially important due to the fact both the local H.R. Director and H.R. Assistant Director have been in their respective positions for less than a year and come from private agencies. There would be a one-time cost of travel to and from Columbia, which could vary depending on the length of the training.

Afterwards, Human Resources should implement a training program that would be incorporated into the online training so that it would fulfill the state requirements, but would also take into account any areas that may not be covered in the online training. It is also important for the program to have training exercises that take the supervisor/manager through the complete process which could later serve as a reference.

Once the Human Resource staff has completed the training program, they will begin to train the supervisors and managers. Although they may have already taken the online training course, it would be important to make sure that everyone has the same training and understanding of all the changes in order for them to be implemented correctly. This training could be made available on an annual basis during one of the management forums, which is a bi-monthly required training for supervisors/managers.

On a bi-monthly basis, Human Resources would be represented at the management forums to update any changes that may have happened, such as newly required training and new and/or updated position descriptions, as well as to listen to any concerns and issues that supervisors/ managers are having implementing the system based on the training provided.

The next important step in reaching the goal is to make sure that the EMPS is being properly utilized throughout the entire year as a supervisory tool. In order for this to happen, four various forms of statistics must be used to create the objectives. The first form of statistics to be used is productivity. Clinical staff's productivity expectations were developed over many years of monitoring direct clinical services work and non-billable work. Similar positions were compared and achievable goals were created from the data collected. This data included amount of billable services to clients, non-billable services, paperwork requirements, travel time, similar barriers etc. Managers currently monitor this expectation through the use of a spreadsheet displaying information from billing/service time reports, staff self-evaluation logs, and (soon to be included) South Carolina Enterprise Information System (SCEIS), the state of South Carolina's financial system. This would allow the supervisor to see if each employee is successfully utilizing his/her staff time well. If the employee does not properly manage his/her time effectively, it is something that should be regularly noted in the EMPS until the employee is able to maintain an acceptable, consistent level of productivity. This will help the agency make sure that they are assisting as many clients as possible and providing the best service.

The next form of statistics to be used is corporate compliance and training. This objective is written looking at the Quarterly Center Audits, Corporate Compliance Reports and Outcomes, and Pathlore (DMH-required online training system) results. If the supervisor/manager is constantly looking at the EPMS, he/she can capture whether or not the employee needs any additional training and/or needs more assistance from the supervisor before it becomes a major issue.

The next form of statistics is Quality Improvement. This references the Quarterly Center Audits, along with paybacks (reimbursing payor sources for not meeting required documentation standards), client-focused Plan of Care, quality of care, non-payback errors, and late clinical billable services. This should be constantly reviewed. An employee cited for too many paybacks and/or errors could represent poor client care and he/she could become a financial burden to the agency. By continuously using the EPMS, a supervisor/manager would be able to help the employee before the problem reached the point where intervention is needed. It would ensure the supervisor is constantly reviewing documentation for proper submission. This would also make it easier for cases to be transferred between employees so the client's services will not be interrupted if the original case manager is not able to perform the services at the time.

The final form of statistics is Quality of Care. The supervisor/manager should constantly be looking at the appropriateness of services frequency and variety of services that are provided to the clients and taking into account client satisfaction as seen in feedback. This means that the supervisor/manager also needs to follow-up on various clients and pay attention to survey results. He/she should take into consideration that some clients do not cooperate with the case manager (not returning phone calls and/or

missing appointments, etc.). If it seems that a major percentage of one case manager's clients are not following through with treatment, then it may be the way the case manager is handing the clients. At this point, it may be best for the supervisor/manager to become more hands-on with the case manager. It will actually be a win-win solution for the agency and the client if this problem is corrected before it goes on for an extended length of time. This problem could be eliminated if the supervisor/manager constantly refers to the EPMS.

Evaluation Method

In order to ensure that the needed changes are implemented, Human Resources should conduct an audit annually on each supervisor/manager. This is to make sure that the training is working and information is being properly updated. This includes statistics and/or any changes made to the position descriptions, for example. The information from these audits should be shared with the and used as a training tool to keep management team current on any changes CDMHC management team

Audits should also be done internally by management throughout the year. The supervisor/ manager should constantly check over his/her employee's work. These audits should be completed with a checklist given at training, asking key questions to make sure they are on the right track, and using all relevant statistics with the objective. This will ensure a higher level of measurability.

Summary and Recommendations

It seems that the foremost problem found with the South Carolina Department of Mental Health's Employee Performance Management System is not necessarily the system itself but rather the user not possessing a full understanding on how to properly

use it. With full training and resources, supervisors/managers can create objectives that are measurable and uniform across the board based on the position description. Also, the use of statistics consistently used reports to measure these objectives will not only make it easier to give a fair EPMS rating, but it can be used as a tool to help assist employees in their daily job duties/assignments. If the training and changes are implemented, their effects would be seen not only within the EPMS, but throughout the entire agency.

Operational Definitions

EPMS- Employee Performance Management System refers to the total process of supervisory and evaluation of an employee's work. As a method of appraising performance, the EPMS provides a systematic framework for observing and assessing the task, behaviors and accomplishments of employee performance with a high degree of accuracy and objectivity.

Job Duties- An essential duty is defined as a job duty which has primary importance to the total position.

Objectives- An objective for the EPMS purpose is defined as, "a special, non-recurring project or assignment that is not included as part of the employee's position description."

Planning Stage- The planning stage is designed to outline job duties and performance expectations for the rating period.

Position Description- Detailing the level of work and responsibilities, the position description shall include specific duties and responsibilities assigned to a position, the percentage of time normally devoted to each duty, and the designation of essential and marginal functions.

References

Ashcraft Lori, PhD, and Anthony William A. PhD, "Reinventing Performance Evaluations." Behavioral Health Care (March 2007) Volume 27 No.3.

South Carolina Department of Mental Health website. SCDMH.org

Appendices

Focus Group Questionnaire	Appendix A
Focus Group Supervisor/ Manager Responses to Questionnaire.....	Appendix B
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APPENDIX A

EPMS Project FOCUS GROUPS

Team 1 Supervisor & Managers

Team 2 Frontline Staff

Team 1 -1st meeting 9/15 2-3pm

Team 2-1st meeting 9/22 2-3pm

Each focus group consist of 7 members

EPMS Project Questionnaire

Please review these questions in advance as we will be discussing these questions in detail during our meeting.

- 1) What do you like about the EPMS format?
- 2) What do you dislike About the EPMS format?
- 3) What do you like about the EPMS evaluation itself?
- 4) What do you dislike about the EPMS evaluation itself?
- 5) Describe your experiences with the EPMS System, both positive & negative.
- 6) How are the objectives measurable?
- 7) What objectives should be measured?
- 8) How does the EPMS help you in understanding your job? (Be specific.)
- 9) Describe how your position description relates to your EPMS.
- 10) What should be added and/or deleted from the EPMS?
- 11) What changes would you suggest for the EPMS format?
- 12) What changes would you suggest for the EPMS process?
- 13) How often do you think supervisors should meet with staff to review EPMS goals and progress towards those goals?

APPENDIX B

EPMS SUPERVISOR/MANAGER FOCUS GROUP

As conversation tended to overflow from question to question, minutes from this meeting are a summary of all points, instead of following planned points. The following discussion resulted in the management group selected:

Everyone gravitates to exceed in the rating scale. We probably have a large range of those with a rating of "E". Managers do not like the issue of not being able to give a "B" within 30 days of the due date. Also cannot give a "B" unless a disciplinary action has been given to the employee. A rating of meets tends to mean mediocre or poor performance to staff due to our overuse of "E". This can be a very complicated system if someone is working on a substandard performance around EPMS.

Do we want set criteria for certain ratings? One example is productivity. One team completes averages for year, not how many months staff met productivity.

EPMS is supervisor driven and subjective. Staff members/Senior Management wants it to be more data driven. Not all supervisors measure goals the same way. How do you keep data for clinicians? How do you measure clinical performance? Do people go to trainings and implement what they learn in team staffing? Can we measure responsiveness to crises? Engagement is included in some EPMS's, but not others. Is the fact that staff use evidenced-based treatment in their practice measured on a consistent basis? No.

EPMS and Position Descriptions (PDs) are not always matched up well. Can we put these two together like they should be? We do not give enough weight to the first part of PDs... too extensive. The HR Department wants to add less personal information to the document, but managers say that this information is often what differentiates an "E" from an "SE." Different supervisors use different characteristics in EPMS's because they value different things.

Should the EPMS be reviewed more than one time a year with staff? One suggestion is that managers be required to review information twice a year. Managers could give a "tentative" evaluation mid-year to help staff know where they are more officially. One manager has his staff evaluate him mid-year and get back with him to review.

Managers also discussed the weight of the various job duties in the EPMS. They all appear to be equally weighted in the EPMS, but this is not the case in the job description. Should we weigh each duty to make it easier to evaluate?

In summary, managers want:

- 1) To improve the entire process to be more consistent and fair to all staff;
- 2) To know which job duty is more important and to clarify which ones should be weighted more in the evaluation process;
- 3) Better styling of objective narrative and measurable parts;
- 4) More client feedback involved in the process. For example, we could utilize surveys to determine feedback from clients either through phone calls or in person. Surveys would need to measure efficiency, effectiveness and be customer service-focused (i.e., Does the client get seen on time? Is the case manager respectful? Do the clients feel like his/her case manager/therapist listens to his/her needs?).

Managers thought it was a good idea to take weaknesses from EPMS and turn them into opportunities or action plans for the next EPMS. In essence, use a person's strengths, needs, abilities, and preferences (SNAPs) in the Plan of Care in the EPMS. We use this for clients to plan treatment. Why not use the same to plan performance requirements?

The final suggestion was that all EPMS's be done at the same time and not on the anniversary of staff hire. The group discussed this and determined it did not make sense for staff but acknowledged it would make it easier for managers who have several staff to evaluate during the same time period.

Future Plan: all managers are to send examples of their best EPMS's to the group leader (Sonya Jenkins). The research team will put together the best of the best of measurable goals to bring back to the senior management team for continued improvement in consistency and measurability. We hope to find consensus on similar objective goals that are all measured the same with the same reports, etc. We acknowledge that client input is definitely needed, as they are at the core of our existence. We currently use no client feedback. However, we have to be careful in how that information is interpreted. Sometimes when clients are challenged by therapists and making progress, it is seen by the client as something unpleasant and evaluations may be misinterpreted).

APPENDIX C

EPMS MANAGER FOCUS GROUP

1) What do you like about the EPMS format?

The prompts are good. The narrative/summary is the best section because it allows creative input from the supervisor, and it is more subjective and allows for more input.

2) What do you dislike about the EPMS format?

It needs to be more detail-oriented in order to include a percentage for productivity, number of caseloads, and various other relevant statistics. Also, more realistic and specific goals are needed. It also does not allow one to list or note a comparison of previous goals and/or objectives to the current year information. It is also not clear on how the goals should be measured.

3) What do you like about the EPMS evaluation itself?

Front line staff members did not have a response to the question.

4) What do you dislike about the EPMS evaluation itself?

The name does not seem to reflect the evaluation itself. It seems that Report Card or Annual Review would be a better fit. It is also very vague. It seems that only the last page seems relevant. One does not list or explain the day-to-day operations and/or tasks assigned. The creator of the evaluation only seems to care about the bottom line. He/She does not seem to explain how one measures patient care, either by looking at quality of care and/or timely accomplishments of patient goals.

5) Describe your experiences with the EPMS System, both positive & negative.

The experiences do not have a lasting impact for either the supervisor or the employee. It is not something that is constantly thought about outside of the time when it is due. It would have a more positive impact if a self-evaluation was completed 30 days before the evaluation meeting so that the supervisor could see what has been done in the past.

6) How are the objectives measurable?

The objectives are not effective and need substantial improvement. Other forms, such as the performance commendation form, are under utilized and could be used to create measurable objectives.

APPENDIX C
EPMS MANAGER FOCUS GROUP (Continued)

7) What objectives should be measured?

It seems that training and understanding needs to be given in order to measure if one is a good therapist. The 360 degree feedback where an employee reviews his/her supervisor could be used to measure work performance and objectives. Also, looking into statistics, such as the number of cases successfully closed and/or dropped out, amount of paybacks per year, or being a liaison in the community could be used to measured objectives. However, in order for this to be used, adjustments must be made due to other circumstances outside the case manager's control.

8) How does the EPMS help you in understanding your job? (Be specific.)

It does not help since it is only thought about once a year. It is never revisited on a regular basis with supervision, nor is it updated throughout the year.

9) Describe how your position description relates to your EPMS.

The position description has not been reviewed since starting the position. Employees do not understand how it relates to the EPMS.

10) What should be added and/or deleted from the EPMS?

The characteristics list seems too long and not always necessary. More realistic goals and objectives are greatly needed, utilizing the position description to create goals and help update EPMS throughout the year with any changes.

11) What changes would you suggest for the EPMS format?

Writing out specific, realistic objectives for each position is needed.

12) What changes would you suggest for the EPMS Process?

It would be better to do a self-evaluation 30 days before the EPMS meeting so the supervisor can take the employee's perception and concerns into consideration. Also, adding a bonus and/or monetary compensation to go along with the annual evaluation would be a welcome reward.

13) How often do you think supervisors should meet with staff to review EPMS goals and progress towards those goals?

EPMS goals should be reviewed at least every six months, but it can depend on the employee, whether they are well-experienced, having performance issues, or anything else that may occur to warrant further discussions.

APPENDIX D

EPMS/CPM Project Data - Annual EPMS Ratings by Supervisor

		B	M	E	SE	Total
Dorch						
Reg 1	Supervisor #1					3
	Other Adult				1	
	Supervisor				2	
						7
	Supervisor #2					
	SB			4		
	Adult CM			1	1	
	Other child					
	Other Adult		1			
						2
	Supervisor #3					
	SB					
	Adult CM					
	Other child		1			
	Other Adult			1		
Reg 2	Supervisor #4					2
	Other Adult			1		
	Supervisor			1		
						9
	Supervisor #5					
	SB		1	5	2	
	Adult CM				1	
	Other child					
	Other Adult					
	Supervisor #6					6
	SB					
	Adult CM					
	Other child		2	1		
	Other Adult		1	2		
	Chas					
Reg 1	Supervisor #7				1	1

Supervisor #8				
SB		2		
Adult CM		2		
Other child		1		
Other Adult		2		
Supervisor #9				
SB			2	1
Adult CM			2	
Other child			2	
Other Adult			1	2
Supervisor #10				
SB				1
Adult CM				1
Other child				1
Other Adult				1

10

4

Reg 2	Supervisor #11			2	1
	Supervisor #12				
	SB		1	2	
	Adult CM			1	
	Other child				
	Other Adult		1	1	
	Supervisor #13				
	SB		1	2	
	Adult CM		2	1	
	Other child				
	Other Adult		1	1	
	Supervisor #14				
	SB		2	1	1
	Adult CM			1	
	Other child			2	
	Other Adult				

3

6

8

7

Spec Ops	Supervisor #15		1		3

4

Supervisor #16		1	2	3	6
Supervisor #17					0
Supervisor #18			2	1	3
Supervisor #19			2	2	4
Supervisor #20			2	2	4
Supervisor #21		1	4	1	6
Supervisor #22			1	1	2
Supervisor #23			1	2	3

Totals:	0	24	51	32	100
	0%	24%	51%	32%	

So... According to this... 83% of our staff are doing an E or SE job...
24% are just meeting job expectations and none are working below...

Interesting....

APPENDIX E :Goals Measurability in Relationship to the Position Description

DUTY	SCORE 1	SCORE 2	Does PD match planning stage?		
RATER A					
EMPLOYEE	Employee #1		n		
1	2	3			
2	1	2			
3	1	2			
4	1	1			
5					
EMPLOYEE	Employee #2		n		
DUTY	SCORE 1	SCORE 2			
1	1	2			
2	2	2			
3	1	2			
4	1	3			
5	1	1			
EMPLOYEE	Employee #3				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	2	2			
4	1	1			
5					
EMPLOYEE	Employee #4				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	1	2			
4	2	3			
5	1	1			
RATER B					
EMPLOYEE	Employee #5		n		
DUTY	SCORE 1	SCORE 2			
1	1	1			
2	1	2			
3	1	2			
4					

5					
EMPLOYEE	Employee #6		y		
DUTY	SCORE 1	SCORE 2			
1	1	1			
2	1	2			
3	1	2			
4	1	2			
5					
EMPLOYEE	Employee #7				
DUTY	SCORE 1	SCORE 2			
1	1	1			
2	1	2			
3	1	2			
4	1	2			
5					
EMPLOYEE	Employee #8				
DUTY	SCORE 1	SCORE 2			
1	1	1			
2	1	1			
3	1	2			
4	2	1			
5					
EMPLOYEE	Employee #9				
DUTY	SCORE 1	SCORE 2			
1	1	1			
2	1	2			
3	1	2			
4	1	2			
5					
EMPLOYEE	Employee #10				
DUTY	SCORE 1	SCORE 2			
1	1	1			
2	1	2			
3	1	2			
4	1	2			
5					
RATER C					
EMPLOYEE	Employee #11				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	1	2			

3	1	2			
4	1	2			
5	1	1			
EMPLOYEE	Employee #12		n		
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	1	2			
3	3	2			
4	1	1			
5	1	1			
EMPLOYEE	Employee #13				
DUTY	SCORE 1	SCORE 2			
1	3	2			
2	1	2			
3	2	2			
4	1	2			
5	1	2			
EMPLOYEE	Employee #14				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	1	1			
4	3	2			
5	3	2			
EMPLOYEE	Employee #15				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	2	2			
4	2	2			
5	1	1			
EMPLOYEE	Employee #16				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	2	2			
4	2	2			
5	1	1			
EMPLOYEE	Employee #17				
DUTY	SCORE 1	SCORE 2			
1	1	2			

2	1	2			
3	2	1			
4	2	3			
5	3	2			
EMPLOYEE	Employee #18				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	2	2			
4	2	2			
5	1	1			
EMPLOYEE	Employee #19		y		
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	2	2			
4	2	2			
5	1	1			
RATER D					
EMPLOYEE	Employee #20				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	1	3			
4					
5					
EMPLOYEE	Employee #21				
DUTY	SCORE 1	SCORE 2			
1	2	1			
2	1	3			
3	2	2			
4					
5					
EMPLOYEE	Employee #22				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	1	3			
4	1	1			
5					
EMPLOYEE	Employee #23				

DUTY	SCORE 1	SCORE 2			
1	2	2			
2	1	3			
3	1	3			
4	2	2			
5	1	1			
EMPLOYEE	Employee #24				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	1	3			
4	2	2			
5	3	1			
EMPLOYEE	Employee #25				
DUTY	SCORE 1	SCORE 2			
1	1	2			
2	1	3			
3	2	3			
4	2	2			
5					
EMPLOYEE	Employee #26				
DUTY	SCORE 1	SCORE 2			
1	2				
2	2				
3	2				
4	2				
5	1				
EMPLOYEE	Employee #27				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	1	3			
3	2	2			
4	3	2			
5	1	1			
EMPLOYEE	Employee #29				
DUTY	SCORE 1	SCORE 2			
1	1	1			
2	2	2			
3	2	2			
4	1	2			
5	1	2			

EMPLOYEE	Employee #30		n		
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	1	3			
3	1	1			
4	1	3			
5	2	2			
RATER E					
EMPLOYEE	Employee #31				
DUTY	SCORE 1	SCORE 2			
1	1	3			
2	1	3			
3	1	1			
4	1	2			
5					
EMPLOYEE	Employee #32				
DUTY	SCORE 1	SCORE 2			
1	1	1			
2	1	1			
3	1	1			
4					
5					
EMPLOYEE	Employee #33				
DUTY	SCORE 1	SCORE 2			
1	1	1			
2	1	1			
3	1	1			
4	1	1			
5					
EMPLOYEE	Employee #34		y		
DUTY	SCORE 1	SCORE 2			
1	1	1			
2	1	1			
3	1	1			
4					
5					
RATER F					
EMPLOYEE	Employee #35				
DUTY	SCORE 1	SCORE 2			
1	2	3			
2	2	3			

3	2	3			
4	1	2			
5					
EMPLOYEE	Employee #36				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	1	1			
4	3	3			
5	1	1			
EMPLOYEE	Employee #37		n		
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	1	3			
4	2	3			
5	1	1			
EMPLOYEE	Employee #38				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	2	2			
4	2	2			
5	1	1			
EMPLOYEE	Employee #39				
DUTY	SCORE 1	SCORE 2			
1	2				
2	2				
3	2				
4	2				
5	1				
RATER G					
EMPLOYEE	Employee #40		y		
DUTY	SCORE 1	SCORE 2			
1	1	2			
2	1	2			
3	1	2			
4	1	2			
5	1	2			
EMPLOYEE	Employee #41				
DUTY	SCORE 1	SCORE 2			

1	1	1			
2	1	1			
3	1	1			
4	1	1			
5	1	1			
EMPLOYEE	Employee #42				
DUTY	SCORE 1	SCORE 2			
1	1	1			
2	1	1			
3	1	1			
4	1	1			
5	1	1			
RATER H					
EMPLOYEE	Employee #43				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	1	3			
3	2	3			
4	3	3			
5	1	2			
6	1	3			
EMPLOYEE	Employee #44				
DUTY	SCORE 1	SCORE 2			
1	1	3			
2	2	3			
3	1	2			
4	2	2			
5	2	2			
6	1	2			
EMPLOYEE	Employee #45		n		
DUTY	SCORE 1	SCORE 2			
1	1	1			
2	2	2			
3	1	1			
4	2	2			
5	2	3			
6	1	2			
RATER I					
EMPLOYEE	Employee #46				
DUTY	SCORE 1	SCORE 2			
1	1	1			

2	1	1			
3	1	1			
4	1	1			
5	1	1			
6	1	1			
EMPLOYEE	Employee #47				
DUTY	SCORE 1	SCORE 2			
1	1	1			
2	1	2			
3	1	2			
4	1	1			
EMPLOYEE	Employee #48				
DUTY	SCORE 1	SCORE 2			
1	1	1			
2	1	1			
3	1	1			
4	1	1			
5	1	1			
RATER J					
EMPLOYEE	Employee #49				
DUTY	SCORE 1	SCORE 2			
1	1	2			
2	1	2			
3	1	2			
4	2	2			
5	1	2			
EMPLOYEE	Employee #50				
DUTY	SCORE 1	SCORE 2			
1	1				
2	2				
3	1				
4	2				
5	2				
6	1				
RATER K					
EMPLOYEE	Employee #51		n		
DUTY	SCORE 1	SCORE 2			
1	1	1			
2	2	2			
3	1	3			
4	1	2			

5					
EMPLOYEE	Employee #52				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	1	2			
4	1	1			
EMPLOYEE	Employee #53				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	1	2			
4	1	1			
5					
EMPLOYEE	Employee #54				
DUTY	SCORE 1	SCORE 2			
1	1	2			
2	1	2			
3	1	3			
4	2	2			
5					
EMPLOYEE	Employee #55				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	3			
3	2	2			
4	2	3			
5	1	1			
EMPLOYEE	Employee #56				
DUTY	SCORE 1	SCORE 2			
1	1	2			
2	1	2			
3	1	3			
4	2	2			
5					
EMPLOYEE	Employee #57				
DUTY	SCORE 1	SCORE 2			
1	1	2			
2	1	2			
3	1	3			
4	1	2			

5					
EMPLOYEE	Employee #58		n		
DUTY	SCORE 1	SCORE 2			
1	1	2			
2	1	2			
3	1	3			
4	2	2			
5					
EMPLOYEE	Employee #59				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	1	3			
4	1	2			
5	1	1			
RATER L					
EMPLOYEE	Employee #60				
DUTY	SCORE 1	SCORE 2			
1	1	2			
2	1	2			
3	2	2			
4	2	3			
5	2	2			
EMPLOYEE	Employee #61				
DUTY	SCORE 1	SCORE 2			
1	1	1			
2	2	2			
3	2	3			
4	2	2			
5	1	3			
6	2	2			
EMPLOYEE	Employee #62				
DUTY	SCORE 1	SCORE 2			
1	2	3			
2	1	3			
3	2	3			
4	2	2			
5	1	1			
EMPLOYEE	Employee #63				
DUTY	SCORE 1	SCORE 2			
1	2	3			

2	2	2			
3	2	3			
4	2	3			
5	1	2			
EMPLOYEE	Employee #64		n		
DUTY	SCORE 1	SCORE 2			
1	2	3			
2	2	2			
3	2	3			
4	1	3			
5	1	2			
EMPLOYEE	Employee #65		n		
DUTY	SCORE 1	SCORE 2			
1	2	3			
2	1	2			
3	2	3			
4	1	2			
5	1	2			
EMPLOYEE	Employee #66				
DUTY	SCORE 1	SCORE 2			
1	2	3			
2	2	2			
3	1	3			
4	1	3			
5	1	2			
EMPLOYEE	Employee #67				
DUTY	SCORE 1	SCORE 2			
1	1	2			
2	1	3			
3	1	2			
4	1	1			
5	1	1			
RATER M					
EMPLOYEE	Employee #68				
DUTY	SCORE 1	SCORE 2			
1	1	2			
2	1	2			
3	1	1			
4	2	2			
5					
EMPLOYEE	Employee #69				

DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	1	1			
4	1	2			
5	2	2			
EMPLOYEE	Employee #70				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	1	1			
4	1	2			
5	2	2			
EMPLOYEE	Employee #71				
DUTY	SCORE 1	SCORE 2			
1	1	2			
2	1	2			
3	1	1			
4	1	2			
5	1	2			
RATER N					
EMPLOYEE	Employee #72				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	3	3			
3	2	3			
4	1	2			
5	2	2			
EMPLOYEE	Employee #73				
DUTY	SCORE 1	SCORE 2			
1	3	2			
2	3	2			
3	2	2			
4	1	2			
5	2	2			
EMPLOYEE	Employee #74				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	3	2			
3	2	3			
4	1	2			

5	2	2			
EMPLOYEE	Employee #75				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	2	3			
4	1	2			
5	2	2			
EMPLOYEE	Employee #76		n		
DUTY	SCORE 1	SCORE 2			
1	1	2			
2	2	2			
3	1	2			
4	1	1			
5	1	1			
EMPLOYEE	Employee #77				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	3	2			
3	2	2			
4	1	2			
5	2	2			
EMPLOYEE	Employee #78				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	3	2			
3	2	2			
4	1	2			
5	2	2			
RATER O					
EMPLOYEE	Employee #79				
DUTY	SCORE 1	SCORE 2			
1	1	2			
2	2	2			
3	1	2			
4	1	2			
5	1	2			
EMPLOYEE	Employee #80		n		
DUTY	SCORE 1	SCORE 2			
1	1	2			
2	2	2			

3	1	2			
4	1	2			
5	1	2			
RATER P					
EMPLOYEE	Employee #81				
DUTY	SCORE 1	SCORE 2			
1	1	2			
2	2	2			
3	2	2			
4	1	2			
5	1	1			
EMPLOYEE	Employee #82		y		
DUTY	SCORE 1	SCORE 2			
1	1	2			
2	1	2			
3	2	2			
4	1	2			
5	1	1			
EMPLOYEE	Employee #83				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	3	2			
3	2	2			
4	1	2			
5	2	2			
EMPLOYEE	Employee #84				
DUTY	SCORE 1	SCORE 2			
1	1	2			
2	1	2			
3	2	2			
4	1	2			
5	1	1			
RATER Q					
EMPLOYEE	Employee #85		y		
DUTY	SCORE 1	SCORE 2			
1	1	2			
2	2	2			
3	1	3			
4	1	3			
5	1	1			
EMPLOYEE	Employee #86				

DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	1	2			
4	2	2			
5	1	1			
EMPLOYEE	Employee #87				
DUTY	SCORE 1	SCORE 2			
1	1	2			
2	2	2			
3	2	2			
4	2	2			
5	1	1			
EMPLOYEE	Employee #88		y		
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	1	2			
4	2	1			
5	1				
EMPLOYEE	Employee #89				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	2	2			
4	1	3			
5	1	1			
EMPLOYEE	Employee #90				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	1	3			
4	1	2			
5	1	1			
EMPLOYEE	Employee #91				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	1	2			
4	2	2			
5	1	2			

EMPLOYEE	Employee #92				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	1	2			
4	2	2			
5	1	1			
RATER R					
EMPLOYEE	Employee #93				
DUTY	SCORE 1	SCORE 2			
1	2	3			
2	2	2			
3	1	2			
4	1	3			
5	1	1			
EMPLOYEE	Employee #94				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	1	2			
4	1	2			
5	1	2			
EMPLOYEE	Employee #95		n		
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	2	2			
4	1	1			
5	2	2			
EMPLOYEE	Employee #96				
DUTY	SCORE 1	SCORE 2			
1	1	2			
2	2	2			
3	1	3			
4	1	1			
5	1	3			
RATER S			y		
EMPLOYEE	Employee #97				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			

3	1	2			
4	2	2			
5	1	1			
EMPLOYEE	Employee #98		n		
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	1	2			
4	2	2			
5	1	1			
EMPLOYEE	Employee #99		y		
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	1	3			
4	2	2			
5	1	1			
EMPLOYEE	Employee #100		y		
DUTY	SCORE 1	SCORE 2			
1	1	2			
2	2	2			
3	2	2			
4	2	2			
5	1	1			
RATER T					
EMPLOYEE	Employee #101		n		
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	1	2			
3	1	3			
4	1	1			
5					
RATER U					
EMPLOYEE	Employee #102				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	1	2			
4	2	2			
5	1	1			
EMPLOYEE	Employee #103				

DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	1			
3	2	2			
4	2	1			
5	1	2			
RATER V					
EMPLOYEE	Employee #104				
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	1	3			
4	2	2			
5	1	1			
EMPLOYEE	Employee #105				
DUTY	SCORE 1	SCORE 2			
1	2				
2	2				
3	1				
4	2				
5	1				
RATER W					
EMPLOYEE	Employee #106		Y		
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	1	3			
4	2	2			
5	1	1			
RATER X					
EMPLOYEE	Employee #107		n		
DUTY	SCORE 1	SCORE 2			
1	2	2			
2	2	2			
3	1	2			
4	1	2			
5	1	1			
RATER: Y					
EMPLOYEE	Employee #108		n		
DUTY	1	SCORE 2			
1	2				

2	1				
3	2				
4	1				
5					
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			17	#no	0.60714286